THE DEVELOPMENT OF A MODEL
FOR TRAINING

A THESIS
Presented to
Graduate Thesis Committee
California State University at Northridge

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in
Recreation and Leisure Administration

By Audrey Davis
June 1974
WE, THE UNDERSIGNED MEMBERS OF THE COMMITTEE
HAVE READ AND APPROVED THIS THESIS

THE DEVELOPMENT OF A MODEL
FOR TRAINING

By
Audrey Davis

COMMITTEE MEMBERS

Donald A. Pelegrino, Ph.D. (Chairman)  Dept. of Recreation and Leisure Administration

Isabelle M. Walker, Ph.D.  Dept. of Recreation and Leisure Administration

George E. Welton, Ph.D.  Dept. of Recreation and Leisure Administration

California State University at Northridge
June 1974
ACKNOWLEDGEMENT

The author is grateful to her Graduate Thesis Committee; Dr. Donald A. Pelegrino, Dr. Isabelle M. Walker, and Dr. George E. Welton, for their suggestions, guidance and assistance. Special acknowledgement and gratitude is given to Mr. Morri Lubarsky whose trust and support made this project possible.
## TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>iii</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>vi</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>vii</td>
</tr>
</tbody>
</table>

### Chapter

#### I. INTRODUCTION
- PROBLEM ................................................. 1
- PURPOSE ................................................. 3
- ASSUMPTIONS ............................................ 4
- DEFINITIONS ............................................. 5
- METHODOLOGY AND PROCEDURE .............................. 6

#### II. REVIEW OF THE LITERATURE .......................... 8
- CONSIDERATIONS REGARDING MOTIVATION ..................... 12
- INDIVIDUAL INVOLVEMENT AS AN ELEMENT TO MOTIVATE ........ 16
- SELF PLANNING AS AN ELEMENT TO MOTIVATE ................. 19
- DECISION MAKING AS AN ELEMENT TO MOTIVATE ............... 22
- AUTONOMY AS AN ELEMENT TO MOTIVATE ...................... 26

#### III. METHODOLOGY - THE MODELS ......................... 30
- THE CONCEPTUAL MODEL .................................... 30
- A SCHEMATIC OF THE CONCEPTUAL MODEL ..................... 32
- THE OPERATIONAL MODEL .................................. 35

#### IV. DATA RESULTS ...................................... 40
- EVALUATION OF INDIVIDUAL SESSIONS ....................... 41
Chapter | Page
---|---
FINAL EVALUATION OF THE TRAINING SESSION | 42
SUPERVISOR'S MOTIVATIONAL RATINGS | 48
V. DISCUSSION | 52
VI. CONCLUSIONS AND RECOMMENDATIONS | 56
CONCLUSIONS | 56
RECOMMENDATIONS | 58

APPENDICES

A. Supervisor's Rating Scale
   Number 1 | 63
B. Supervisor's Rating Scale
   Number 2 | 65
C. Individual Session Evaluations – The Weekend In Service | 67
D. Final Evaluation – The Weekend In Service | 69
E. Supplemental Data From Steering Committee | 71

SELECTED BIBLIOGRAPHY | 74
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Participant Responses To Evaluation Of Individual Sessions</td>
<td>41</td>
</tr>
<tr>
<td>2.</td>
<td>Participant Responses To Being An Active Participant In The Training Session</td>
<td>43</td>
</tr>
<tr>
<td>3.</td>
<td>Participant Responses To Choosing What Type Of Planning For In-Service They Prefer</td>
<td>43</td>
</tr>
<tr>
<td>4.</td>
<td>Participant Responses To What Value They See In Self Planning</td>
<td>44</td>
</tr>
<tr>
<td>5.</td>
<td>Participant Responses To Whether Or Not They Would Care To Repeat The In-Service Again</td>
<td>45</td>
</tr>
<tr>
<td>6.</td>
<td>Participant Responses To Whether Or Not They Thought The Mountain Camp Facility Was Adequate For The Workshop</td>
<td>47</td>
</tr>
<tr>
<td>7.</td>
<td>Participant Responses To Whether Or Not The Mountain Camp Facility Met The Participant's Physical Needs</td>
<td>47</td>
</tr>
<tr>
<td>8.</td>
<td>Average Scores – Supervisor's Motivational Ratings Of Employees</td>
<td>49</td>
</tr>
<tr>
<td>9.</td>
<td>Increase, Decrease Or Same Scores Supervisor's Motivational Ratings Of Employees</td>
<td>50</td>
</tr>
</tbody>
</table>
ABSTRACT

Because continuing job training is a valuable tool for both the employee and the organization, the investigator developed a conceptual model for training of professional employees.

Factors that were taken into consideration were that professional employees are usually working at an adequate level of performance based on acquired minimum education requirements and skill development necessary in the profession. And because of these existing conditions, it would be difficult to motivate such employees to participate in a management prepared job training program.

The conceptual model contains four elements which seemed necessary to cause a condition where employees would be motivated to participate in a training program, and benefit from such participation.

An operational model of job training was developed and presented by a group of professional employees based on the conceptual model. Data and results of the operational model were gathered and presented in this thesis by the investigator.
CHAPTER I
INTRODUCTION

Business management and administration literature offers a great deal of information concerning the problem of on-the-job training for the non-professional skilled and unskilled workers. Many references also are available for training people at the management and administrative levels in human relations skills and administrative skills. For these workers mentioned above, a variety of learning situations can be offered. Motivation for participation by these individuals can be somewhat assured in these situations, since the literature notes that persons with increased skills perform more effectively on their jobs. Also, participation in training possibly could lead to certain rewards such as salary increases or a raise in job title or job responsibility.

However, there seems to be a lack of information about motivation in regard to training for those persons who are working as "professionals" in specific professions. The term professional refers to those individuals who have attained a specific level or levels of education required to work in their profession. In addition, they usually have attained a variety of skills through job experience so that they are performing at an acceptable level for the job. An
example of these conditions are people who work in the recreation profession. Recreation professionals have at least two years of college and field experience before being considered for full time employment.

Presumably, the education process has provided these professionals with the skills necessary to work effectively on their jobs. Further, their on-the-job experience has usually augmented these skills to a certain level of practical competency. Facing the reality of a seemingly limited job market, one cannot assume that on-the-job training necessarily will be a tool for advancement in a profession. Certainly within these conditions, it is difficult to plan an on-going job training that will motivate employees to a high level of participation, involvement and learning.

However, if we accept the assumption that on-the-job training is valuable for the organization, then training should be continuous and conducive to the development of the employee. (6:41-42). "When you give adequate, specific education (know-why) and training (know-how) on each individual job, you are giving yourself, as a manager or supervisor, one of your most effective success weapons." (3:16).

Managers will not understand the value of training if they see it only as something they must do or they see it as an expediency to solve specific problems. Further, there are managers who view training as an emergency tool
to be used to put out fires, or simply to be in vogue. On the other hand, training can be a significant and purposeful experience for employees, if such training is considered a continuing program which is planned to develop each employee to his full potential on the job. (4:294).

If we accept the statement that "the purpose of training in business and industry is increased production, increased service, increased efficiency of the employee for the profit of all concerned" (2:309), then we can accept this statement as having potential value in developing a training model that will encourage professionals to augment their on-the-job education and performance.

PROBLEM

Professional employees who have reached a certain level of education, skills and training will probably benefit themselves and the organization from additional and continuous on-the-job training.

A search of the literature revealed few models for training employees who are professional workers in a professional field. Some of the training systems currently in use by organizations seem inadequate in maintaining motivation and participation of such personnel.

One of these systems has been used by the Los Angeles City, Department of Recreation and Parks. (39) It was an on-going process which offered the employee a greater or lesser choice of skill or learning situations
which were planned for the employee by management. However, this type of planning presupposes that the employee lacks or is weak in certain skills or knowledge. By implication then, if the skill and knowledge is not lacking or weak, one could assume the individual will see no need for such training and can become disinterested in the training program. The investigator, a recreation professional, was a participant in such an on-going training program, planned by management, and observed for a two year period in that program that participants dropped out rapidly from training sessions, and that attendance was sporadic.

Unless an individual has the positive desire to learn, he will waste energy resisting what is being offered (18:53), or will find ways to avoid attending such training programs.

PURPOSE

The purpose of this investigation was to develop a model for in-service training for professional employees which would provide motivation to encourage individuals to participate in a training program. While the specific focus of this investigation was for the recreation profession, it is hoped that the model also will prove to have practical application for others involved in professions and professional organizations.
Further, one could speculate that if employees could be motivated to participate in an in-service training program, they and the organization would benefit.

ASSUMPTIONS

The following assumptions are stated in order to complete this investigation:

1) Employees benefit from in-service training on the job.

2) When employees have reached a certain professional level, such as completed education, adequate performance skills, and a proficiency on the job, it will be difficult to motivate them to participate in and learn from on-going, in-service training programs that have been planned for them.

3) Participation in training in which the individuals feel motivated and involved is a desirable condition for performance.

DEFINITIONS

For the purpose of this study the following definitions are used:

Professional Employee—A person who has acquired advanced study in a specialized field and who has acquired performance and assured competence in that specialized field.

Training— is an administrative method for increasing productivity and satisfaction of employees. For this
investigation, training is considered as a group process and not as a one-to-one instructional basis.

METHODOLOGY AND PROCEDURE

The following methods and procedures were used in gathering information for this investigation:

A. A thorough search of the literature was conducted to form a conceptual model. The literature search included literature from business administration and behavioral psychology as well as other related areas.

B. Interviews were conducted with selected individuals who supplied information about professional in-service training not readily available in the existent literature.

C. An operational model was derived from the conceptual model, and was implemented in a municipal department of a recreation and parks department in a large metropolitan city.

D. The data was collected, analyzed and presented in this work, came from an in-service workshop and was obtained by the investigator who was a participant of the training setting in-service workshop. While other members of the workshop were not aware of the research intent of the training workshop, it had the approval and
support of the Senior Supervisor of the geographical area involved in the training session.

E. Individual workshop session evaluations were asked from the workshop participants and the results were included in this work.

F. Evaluative tools were used to assess motivation and participation on the part of the participating personnel and these tools were treated by frequency distribution for evaluation.
CHAPTER II
REVIEW OF THE LITERATURE

One of the leading human behaviorists of modern times, Erich Fromm, suggests that man transcends all other life because he is aware of what effects his life. (12:117).

To be satisfied and productive, professional employees must be able to continue growing and learning within their professional field. Growing and learning in a profession can be realized through on-the-job or in-service training. However, the bureaucratic system, its values and implementation, are not consistent with man's nature. As a result, employees do not fully contribute, they lack motivation and they are not growing as individuals. (11:5-6).

Managers are responsible to help employees help themselves and to create situations for learning. (18:30). A major responsibility facing supervisory personnel is giving assistance so that employees will become adjusted and valuable to the organization. (6:36). This suggests training programs are needed that will capture the interest of employees so that they will be motivated to participate.
Training as a Group Process

Hacon notes that in the past ten years two positions have emerged in regard to training. There are those who put the emphasis on the dynamics of groups, group development and the behavior of individuals in groups, and there are those who emphasize the individual and that learning is a one-to-one relationship between teacher and learner. (18:33).

Every employee is an individual with individual differences and these differences are recognized. But individuals do not function alone on the job. Instead, they together are a group of individuals, who because of the situation usually function as a group. It has been stated that efficient operation is dependent on employees functioning well within and between groups in both social and work activities. (20:7). On-the-job training or in-service training may be viewed as a training setting for the group, rather than for individuals.

The Substance of Training

It has been noted that man's daily work keeps him so busy that training time should provide him time for assimilation, for mulling and for thinking about his work responsibilities. (10:111). Although there has been much searching, adult educators have not discovered a real substitute for the "strongly entrenched traditional role of the classroom leader." (15:16). It has also been found
that many training programs are inadequate and that often they are based on the naive assumption that exposure to experiences or people or books or courses is enough to produce learning. (11:47).

Training should have meaning and measurable value for the participants. It should not be just a continuation of past schooling, but it should become a vital and new experience for the employee. William Glasser has said that past schooling resulted in a tremendous amount of time and money being spent to teach people that they aren't worth much and that they aren't capable. (31:42). To be productive, the employee must have a feeling of worth and of being capable.

Training programs tend to be traditional and stereotyped. In education, leisure time activities, sciences, industry and in individual and family life, we tend toward conforming and stereotypical programming rather than encouraging creative and original thinkers. (27:348). We tend to the traditional because we feel safe in the conformance and perceive small risk is involved in such a position. Further, it is difficult to change to ideas which go against stereotypes. It is easier to continue doing the same thing because it is traditional and therefore, even acceptable if such a position possibly is less productive. (31:42).

It should be noted here that training is not considered a panacea for all the ills of the organization.
It can be, however, a method for increased production and employee satisfaction on a job. (2:309). In order to be effective, however, training programs should be in tune with the always changing environment of the work group, and the organizational needs. Therefore, one should be aware of, and be able to assess, traditional forms of in-service training and their possible value to the employee and to the organization.

Training in Relationship to Learning

Some principles of learning involve: personal change, motivation and participation. (8:176). These are some of the principles that need to be discussed. What elements are necessary to create motivation and participation so that employees will have a positive experience from training?

Carl Rogers holds the position that learning cannot come from books or be coerced or forced onto people, but must be nurtured from within. (27:17). If we cannot force people to learn, then in what way is it possible to make training a positive experience and have a significant influence on behavior? First, we must make a basic assumption that the more we learn about each other, the more we will be able to heighten our experiences in life. (22:4). Therefore, if one is going to approach the task of training employees, we suggest there is a "built in" requirement to know and understand the individuals involved in such
training and their capabilities and willingness to learn from any training experience.

While the focus of this investigation is on employee's relationship to training, there are other considerations in relation to training not covered here: the individual employee, the manager and the formal work group, and the enterprise as a whole. (18:27).

Summary

To be satisfied and productive, employees must grow and learn in their profession. Management has the responsibility to create learning situations for their employees. Because people must function together on the job, training as a consideration should be centered on the group and not on individuals. Training experiences should be valuable for the employee performance and not just a continuation of academic schooling.

Lastly, the outcomes of the training experience will only be as fruitful as the amount of consideration given to the components of the learning process which includes individual motivation.

CONSIDERATIONS REGARDING MOTIVATION

Despite research and attempts by thinkers through the years to the contrary, the assumption that man is motivated to achieve pleasure and to avoid pain remains a major "cornerstone" in regard to motivation. (13:10). If one
accepts this position that man is motivated to achieve pleasure and avoid pain, then it remains to determine what conditions cause him pleasure or pain.

**Human Behavior in Relation to Training**

One can assume human behavior has at least three common elements: it is caused, it is motivated, and it is goal directed. If this is true, then it should be possible to direct and redirect, to slow or speed up people toward goals. (19:592). It has been suggested above that training is beneficial to the individual as well as the organization. However, when training employees who are professionals, one is dealing with people who have already achieved certain levels in education and skills in order to qualify for their job positions. Based on the above discussion, the question becomes how to motivate these employees to participate in a training program. On-going job training programs could be boring to these participants at one time or another, and, therefore, they could experience discomfort, and subsequent avoidance of future training situations.

**Motivation of Individuals**

Certain physiological functions occur without motivation; however, most conscious behavior is motivated or caused. (8:43). There are situations where it may be desirable to cause behavior. Some causal factors could be threats, extrinsic rewards, fear and so forth. However,
one can assume that participation in activities where individuals feel motivated and involved can be pleasurable, and therefore, desirable. People express their needs through motives, and these motives are personal and internal. (8:43). One then would be compelled to view motivation as a technique for assessing individual needs and their subsequent participation in settings that fulfill these needs.

People have many needs that have to be satisfied, and Maslow has given priority to these human needs. (35:370-396). It has been said that individuals cannot invest energy in meeting higher personal needs if their basic physiological needs are not being met. However, once the lower level needs are satisfied, people look for ways to satisfy their higher needs of belonging, self esteem and social status. It is important to realize that when the lower level physical and security needs are met, new needs arise and cannot be met by former satisfactions. (36:12). In the same sense, job training which is designed to satisfy basic needs of security is no longer satisfying to employees who perceive themselves as already having met those needs. When organizations plan for many employees, it is impossible for training personnel to determine a training program that will not duplicate what some employees already feel are met basic needs.

As Eddy et. al. notes, "Essentially man is internally motivated toward positive personal and social ends;
the extent to which he is not motivated results from a process of demotivation generated by his relationships and/or environment." (11:6). While management may be aware of man's social and personal needs as motivators of behavior — the need to belong, association, acceptance by others, giving and receiving love — management often assumes wrongly that these needs represent a threat to the organization. (7:62). This assumption can block creative attempts to meet these needs as desired by employees, thereby, reducing the effectiveness of such employees.

Summary

In general, we are saying that professional employees have reached basic levels of competency where it is difficult to motivate them to participate in an ongoing training program that has been planned for them. While individuals all have needs that must be satisfied, once certain needs have been met, the individual begins to look for ways to meet higher level needs. Man is motivated to meet positive personal and social requirements. However, attempts on the part of employees to meet these needs often represents a threat to management, which acts to block creative attempts of employees to meet their needs. Yet, if employee satisfaction is a desirable state for management, then innovative methods must be found to meet the social and personal needs of employees.
INDIVIDUAL INVOLVEMENT AS AN ELEMENT TO MOTIVATE

If an individual sees his personal and social needs being met in some form of group process, it would seem logical to assume that individual would be motivated toward participation in that process. Further, if the individual viewed such participation as contributing to a goal of personal and/or social satisfaction, then it would be logical to assume that there would be a heightened motivation for participation.

A logical conclusion then would be to consider as an important element to motivate employees to be receptive to training situations is to allow each employee to be involved in the planning and conducting of such training situations. When individuals are involved, they are encouraged to accept responsibilities in the activities being planned. Involvement will motivate the individual to contribute to the situation. (8:137). People influence the group's direction as well as being affected by the group action. (18:34). Further, not only does it seem vital to use the employee's resources available to an organization, but it may be negligent not to use this available resource as a viable technique to reduce stereotypical learning and to better meet employee expectations of involvement.

Every professional employee can be a highly effective contributor to a training program if he knows his
competencies and can express enthusiasm for professional
development. Every member of a group is a potential
resource person. (15:56). It would seem to be logical
that the organization can only gain from each person con­
tributing and using each other's skills and experiences.
(14:54).

Advantages of Individual Involvement

There are other important advantages for the indi­
vidual and the organization when employees are involved in
a group effort. One advantage is that within the reference
of a group-centered approach, it is possible to discover
ways to develop the creative potential of the group.
(15:44).

As many authors have stated, when a person is
involved, it is easier for him to fully understand, appre­
ciate and support the ideas and decisions which he helped
to make. (37:94). When a person is really involved, he is
likely to be more creative, and that participation gives
to the individual the chance to be a creative member of a
cooperating group. (8:138). As Carl Rogers has said,
there is no better way to break down the barriers that keep
man from being a part of mankind than to bring him into
communication with others. (27:309).
The Problem of Getting Individual Involvement

It may be difficult to involve all employees in every training situation. If the situation is such that the "activity-to-be learned is experienced as inconsistent with the individual's concept of himself," there can be an interference with motivation. (7:219). In fact, if the individual's attitudes are strong enough, it could be necessary to exclude him from certain training programs. (7:222). It is not possible to convince an individual that there is value in a situation simply because others recognize something there as valuable. However, there are certain motives to which all people will respond somewhat similarly. It is possible, therefore, to have certain general or standard motives. (19:592). The problem then is to find what will create a situation in which the individual will want to participate. If the activity seems valuable to the individual, then individual involvement is an important element. "When people want to do something, they will find a way." (8:137-138).

Summary

In order to motivate employees, it is important to allow them individual involvement in the activity. Every employee has a contribution to make and these contributions are valuable to other employees as well as to the organization. However, it is not possible to involve those people who do not see the activity as being consistent with their
own needs. The problem is to develop a situation in which all individuals will see some value for themselves.

Therefore, individual involvement is not the only important element necessary to motivate employees to participate in training. One should also consider the fact that individuals will be more willing to participate in a group when they perceive themselves as having control over the outcomes of the group. In other words, we are saying that when employees can plan and control the in-service training situation, they will be motivated to fully involve themselves in the training program.

**SELF PLANNING AS AN ELEMENT TO MOTIVATE**

Unless there is opportunity at work to satisfy higher level needs; social and egoistic, people at work will be deprived and their behavior will reflect this deprivation. (11:162). One way an organization can provide an opportunity to meet higher level needs is to allow employees to participate in planning to meet their own needs. Training is a natural vehicle for this self expression. It is impossible to expect that without feedback from employees, a training program could meet the needs of all individuals. This is especially true of a large organization. The organization cannot possibly understand or even know what its individual employee's needs are as well as the employee does. The organization, however, can offer support and a creative environment in which employees can
work to meet their needs. Another point to consider is that we often project our own motivation patterns on to others, and this can be a mistake. (8:43).

The Value of Self-Planning

Professional employees need the opportunity to develop a feeling of self worth and esteem in relation to their jobs. Opportunity to be involved in self planning in a training program could give the employee a chance to develop these needs into a positive experience, because self planning could allow the employee a chance to experience self esteem. When self esteem is high, there is less tendency for internal distortions and defensive conditions with other employees. (1:25). Also, it has been stated that in occupations where employees make their own jobs, there is a characteristically high intrinsic job satisfaction. (33:37). Self planning could allow the employee a chance to explore alternate means for success.

Self Planning in Relation to Motivation

When a person directs himself toward an organizational goal efficiently, he is self motivated. (19:595). In order to be self motivated the employee needs to feel an involvement and that the organizational goal has importance for him. An individual is motivated when he sees an activity as entrancing. (27:285). And when he does a thing for the pleasure of the activity, he is intrinsically motivated and the activity is its own reward. (32:57). Self
planning could provide the employee the opportunity to discover the joy of intrinsic motivation if he is planning activities which are interesting to him.

While this research does not concern itself with risk taking on the part of the organization, it must be noted that when groups determine their own structure, they need a trustful environment. (35:4). A climate of trust must exist if employees are allowed to be involved in self planning. Such self planning may create a risk taking situation for the organization. Management must be aware of the risk potential and decide on their willingness to accept it.

Learning and personal growth experience comes with the involvement of planning. (37:3). By involving employees in their own planning, one can expect a creative and positive experience for both the employee and the organization. Carl Rogers has stated that the only learning which will significantly influence behavior is self-discovered and self appropriated learning. (27:276).

Summary

As we have explored, self planning is a means by which the organization can allow employees to meet their own needs. Studies have shown that people are more satisfied when they have the opportunity to shape their own jobs. In order to become motivated to an activity, individuals need to feel involved in the activity. Self
planning allows for this involvement while at the same time gives the individual a feeling of self esteem. In order to allow self planning, the organization will be involved in trust and risk taking. It is up to the organization to decide if the results will be worth the risk.

The discussion thus far has explored individual involvement and self planning as two elements necessary to motivate employees to participate in a training program. However, there are other conditions that seem to be necessary to motivate employees to fully participate. Such a condition is the need for individuals to be involved in a decision-making process.

DECISION MAKING AS AN ELEMENT TO MOTIVATE

Eric Fromm suggests that it is rare to find a man with conviction who will withstand opposition and bear the ridiculing of his peers. He also says that most men are suggestible, half-awake and will surrender their will to anyone who can speak with a voice threatening or sweet enough to sway them. (12:17).

If this is true, then why? Is man a spineless creature unable to make his own decisions? Or is it possible that this situation exists in part because of the bureaucratic systems which have taken over the decision-making function for man. Over a period of time, perhaps man has not lost his ability for making decisions, but for
the moment has forgotten how. Bureaucratic systems do not respond adequately to the demands which are placed on them from without and from within. (11:3). Bureaucratic systems usually do not allow the individual decision-making experiences. An important element to motivate participation is to give employees decision-making powers.

The Value of Decision Making for the Individual

When individuals are involved in decision making, they feel intimately involved with the activity at hand. People perform better when they feel wanted, and they welcome the opportunity to participate in decision making. (19:362).

Being involved in the decision making of an organization can be a learning situation. Learning that is significant will occur when situations are worked out which were perceived as problems. (27:286).

According to William Glasser, John Dewey was ahead of his time when he suggested that if there is a measure of control over personal destiny, there will be more motivation and fewer behavior problems. (31:41). Of course, Dewey was referring to the child in school; however, the implication has value here, if we accept that people need a sense of having some control over their own destiny. If employees were involved in some of the decision-making processes of the organization, it is possible they could have some sense of control over their own destiny.
Also, it is possible to assist the employee in growing and maturing by assigning them decision making powers. When people are able to deal with the world competently by making decisions, finding solutions and experiencing a connection between their part in the solution, they are growing and maturing. (1:26).

The Advantages of Decision Making

There is an advantage for the organization in giving employees decision-making powers. "People who participate in making a decision feel more strongly motivated to carry it out." (8:446). Further, it appears that involvement in the decision-making process will elicit more cooperative behavior. People who help make decisions are more interested in seeing them work. (8:446). "...an organizational climate that encourages and rewards creativity can be of great value in attracting, holding, and encouraging those with high creativity." (7:425). Decision making is a very creative activity for those who are involved in the process. There should be an environment where employees' talents are more fully utilized and challenged, and where they can grow as human beings. (11:4). Motivation can be generated by respecting the worker as a person and accepting his helpful suggestions. (4:161).

Trust and Decision Making

Again, it is implied that the organization must trust and respect their employees. Management should
accept that the worker has ability to participate constructively in decision making. (15:10). While decisions will not always be the right ones, and individuals will not always make sound choices, this is not the important factor. What is important, is the creative growing process in decision making. "To be responsibly self-directing means that one chooses - and then learns from the consequences." (27:171). It appears necessary that each individual in the organization be allowed the opportunity to be involved in the decision making process in order to experience this growing process.

Decision making in relation to the employee training program is a situation in which these principles can be applied. Organizations could allow employees the power to make decisions in regard to their own training.

If we don't allow people to go through the learning process, and attempt to protect them from mistakes, we are implying a lack of respect for these individuals and hampering their future development. (22:8).

Summary

Decision-making powers are important to motivate employees. Some individual values gained from decision making include the feeling of being intimately involved, and of being wanted. Also decision-making involvement is a learning situation where employees can gain competence in decision making skills. Decision making can contribute
to the individual's personal growth by developing self esteem. The organization will also benefit from the fact that people who make decisions are more strongly motivated to follow through. It has been suggested that when an organization has a climate which encourages individuals to participate in their own goal direction, then the organization has fewer problems in attracting and holding creative people.

From the preceding discussion, it could logically follow that the fourth and final motivational element necessary to motivate professional employees to participate in training would be to use the three other elements in an environment of autonomy.

AUTONOMY AS AN ELEMENT TO MOTIVATE

The belief that men are like sheep has often given leaders the conviction that it is their duty to make decisions and relieve man of the burden of responsibility and freedom. (12:17). Philosophically, democracy is based on the belief that the group has the ability and the right to choose its own goals and make its own decisions. In fact, however, in most of our social institutions, this process is reserved for the group leaders only. (15:6). The result of this practice is that employees in the organization usually are not a part of their own processes. That is, they do not have a say in those situations which directly affect them. It is left to those who are higher
on the organization chart to make decisions for those with less responsibility (37:39).

Autonomy versus Authority

Although democracy should be measured by the extent of people's independence, almost all of our institutions tend to create a dependence because they are largely based on principles of authority. (15:7). There is security in this system for authority, and any change toward autonomy could be frightening. When frightened, we tend to move away from the belief of the value and dignity of each individual. (27:179). When one has control of others, there is less fear that they will control themselves. (32:92).

The result of this type of oppression in an organization has grave effects on the total operation. Dependence on authority can breed outward apathy, submissiveness, underlying resentment and hostility (15:7); and motivation and creativity may be stifled in this atmosphere of authority.

Democratic principles are based on the value of each person's contribution to the group. In order for democracy to survive, leadership for independence must develop. Allowing for autonomy can increase the opportunity for one to learn independence. This is important because intellectual freedom is the only way to guarantee a democratic society. (28:29). To be free from dependence on authority is a requisite to maturity. (21:223).
The Advantages of Autonomy

Blauner has established that autonomy and independence on the job are the major sources of job satisfaction. (7:79). Thus, it would appear that the organization and employees can benefit in an autonomous environment.

When we refer to a need for participation, we are typically referring to activities where autonomy does not exist. If management gives employees a degree of autonomy over activities, the employees then will be motivated to participate in those activities. (8:138).

Allowing individuals autonomy indicates acceptance of the individuals by the organization. Acceptance allows individuals to develop self worth and to grow. Interfering, intruding, checking up, and joining all communicate non acceptance. (16:36).

Trust and Autonomy

Further, in a supportive management environment, where people are allowed to develop their own resources, they establish internal controls and limits reducing the need for authoritative controls. When such trust exists, people are potentially self-directing beings, and will assume the responsibility for their actions. (11:15).

If organizations would allow their employees autonomy in developing their own training programs, they would indicate a kind of confidence and trust in employees which in turn could provide an employee concerned with growth
and productivity. This condition then would be of mutual
benefit to both parties.

Summary

The major source of job satisfaction to the employee
is being allowed autonomy and some degree of independence
on the job. However, the authority role in planning is
conventionally vested in the higher positions of the organ-
ization. This practice is in direct conflict with the
philosophy of democracy and its basic tenet of individual
involvement. In an autonomous environment, motivation
toward such involvement is not a problem. People feel
accepted and greater self worth. An autonomous environ-
ment also implies trust of the employee which encourages
self direction and acceptance of responsibility by that
employee.
CHAPTER III
METHODOLOGY

THE MODELS

THE CONCEPTUAL MODEL

The previous chapter has focused on four elements, individual involvement, self planning, decision making and autonomy, which comprise a conceptual model that can be useful in designing a training program that will motivate individuals to become active participants.

Training is the specific activity under consideration for this investigation; however, it seems feasible that the same principles could be applied to other activities where motivation to encourage participation is a concern. When interest is high, motivation is not a problem. Therefore, the task is to create situations where high levels of interest can be developed and maintained.

It is suggested that when employees are given autonomy, decision making powers, allowed self planning and encouraged in individual involvement, there will be created a level of interest which in itself will become the motivating factor. The implication is that the employee be allowed to have the freedom to choose for himself in certain situations. It is incumbent to note that in an autonomous situation, there will be errors in judgment and mistakes.
will occur. However, it is also true that errors in judgment and mistakes will occur in any type of system.

Difficulties To Be Considered

It may not be easy to initiate this process, especially in large bureaucratic organizations and within authoritarian structures. In such systems, authority and subordinates are linked together by the common need to avoid making mistakes, and rules are made and adhered to for protection. (24:124). What exists in freedom is a frightening responsibility and the threat to authority of loss of control. And yet one must be cognizant of the fact that employees must perceive their jobs as having satisfaction. It should be noted, however, that gaining satisfaction through freedom probably will not come simply.

As Maslow has said, it is healthy to grow and move forward learning new skills, capacities and powers. (22:21). It is probable that healthy employees will want to grow and increase their capacities, not only for their own satisfactions, but also as contributors to the future of the organization. Experience in recent years has shown that continuing growth of employees is one of the most productive investments the organization can make. (11:9).

Trust, Risk Taking and the Model

In the discussion of the motivational elements of the conceptual model, there it is implied that there is a
need for trust and risk taking placed on the organization. When the trust and risk are clearly understood and accepted by the organization, there exists a chance for a truly integrated environment. In such an integrated environment solutions can be worked out in which both sides have found satisfaction and neither side sacrifices anything. (23:30).

In no way is there an intent to imply that the model is a panacea for all the problems which confront organizations regarding motivation factors. It is offered, however, as an alternate approach to motivation problem solving.

Management's role is responsibility for the total dynamic potential of whole persons, and the challenge is to provide ways to use the rich, varied and often untapped resources that are available in personnel. (11:11).

It is suggested that one way to meet the challenge of tapping the resources available in professional employees is to apply the conceptual model to a training program. In the next section, a schematic of the conceptual model is developed.

A SCHEMATIC OF THE CONCEPTUAL MODEL

The following scheme is a conceptual framework based upon the literature and interviews from which a
training program for professional employees can be designed.

As indicated in the above schematic, if professional employees are given autonomy, encouraged in individual involvement, allowed self planning and decision making, they then will be motivated to participate in training programs. As a result of this participation it could be expected that there would be learning, enjoyment, more openness to new experiences, growth, feeling of self-worth and a pride in work.

Individuals are capable of being more aware of their needs than other people. If they are given a chance to express these needs in a supportive atmosphere, and allowed to plan to meet these needs themselves, they will be involved and committed to the activity.
This model and its concepts were translated into the following operational framework.

A two day in-service training workshop was approved by the Senior Supervisor of a geographical area of a municipal recreation and parks department. The participant investigator was given the authority to help develop the workshop and this setting was subsequently used to test the model.

The content, form and responsibility for success of the workshop was vested totally in the recreation field personnel who normally participate in management planned on-going in-service training programs. They were given autonomy to work out the two days of training and were encouraged to act independent of supervisory influence.

Motivation was translated as to how supervisors rated their field personnel on the job in daily routine, and in terms of their participation in planning and executing the workshop.

Participation was viewed as a self evaluation process of the participants in the planning and implementing of the training program.

Specifically, the following steps were taken to implement and evaluate the model.
THE OPERATIONAL MODEL

The training program based on the conceptual model had its inception in January 1974. At that time, an in-service planning committee met. The committee represented a geographical area of a recreation department for a large metropolitan city. The committee's task was to explore training possibilities for recreation department employees in this geographical area. The geographical area was divided into three districts with a Supervisor in charge of each district, and a Senior Supervisor in charge of the entire geographical area.

Background

In attendance at the meeting were all three district Supervisors, four representatives from each of the three districts, and the Senior Supervisor. The investigator was a representative from one district. The Senior Supervisor explained that the committee had been brought together to plan a training program for the geographical area. He also appealed to the committee to attempt to make the planning as meaningful as possible.

The opportunity could not have been more fortunate since this investigator had been developing a conceptual training model for some time. This investigator felt that this was a perfect opportunity to apply the model if the committee would accept it. About one and one-half hours of discussion went by before the investigator brought up
the idea. Without attempting a philosophical explanation, the investigator simply asked, "What would happen if we let everyone plan their own in-service program?" After some discussion, the committee accepted the idea and it was decided to have a one time weekend in-service program, with each of the three districts to be responsible for setting up one-third of the training program with complete responsibility for their own part in the program. A mountain camp setting was chosen as an environment which was desirable for learning and building of group cohesiveness without outside interruptions. It was decided to have a two day training session using the camp facilities for overnight accommodations if they were desired.

The committee decided it was very important that every employee be involved in some part of the project. It was also decided that it was important the Supervisors agree to allow the employees the autonomy in the planning process. There was some discussion, but generally everyone present at the meeting agreed to the plan. It was decided to prepare a proposal and submit it for approval by the Supervisors. Committees were established that included all aspects necessary for the planning of the weekend training session.

The Proposal

A proposal was prepared by members of the committee and sent to the Senior Supervisor and one each to the three
district Supervisors. The proposal stated that: 1) a
two day weekend in-service training session be held,
2) that each of the three districts in the geographical
area be responsible for planning and presenting of a three
hour workshop session and that they also be responsible
for polling and making a majority decision on subject
matter, 3) that each employee be an active participant in
the training, 4) that an evening of semi-structured
activities be planned by a committee featuring dances and
games, 5) that accommodations be available for employees
who desired to remain overnight, 6) that committees
investigate their own physical and cost requirements and
report to the Senior Supervisor, and 7) that a schedule
be considered starting at 3:00 p.m. the first day and
ending at 5:30 p.m. the second day.

Certain justifications were presented for the
proposal: 1) that a one time in-service would be a
contribution to the energy crisis and eliminate driving to
and from any on-going program, 2) the extended time
together would allow for greater personal and group
growth, 3) that each employee would have a share in the
responsibility for the success of the weekend training,
4) that a natural mountain environment would provide a
stimulating atmosphere for learning and creativity, and
5) that a weekend together could offer personnel a chance
to become more cohesive.
The proposal was accepted by the Supervisors.

Subsequent memos discussed detailed arrangements regarding setting up committees, choosing subject matter, financial arrangements, preparation of a workshop manual and other arrangements.

Employee Decision Regarding the Training Proposal

In February 1974, at an area meeting of all the recreation personnel in the geographical area, the investigator presented the proposal to everyone present and asked for a vote of approval or disapproval of the training project. Sixty-seven people were in attendance. Sixty-one voted Yes; four voted No; and two were undecided. The proposal was accepted by majority vote. At this meeting each employee present at the meeting volunteered to serve on a committee of their own choice. Each committee was to be completely responsible for the planning and operation of their part of the program.

The participants showed a great deal of creativity in developing the weekend training sessions. Evidence is indicated by the choice of thematic titles. A vote was taken to choose a title theme for the training weekend that would link together each separate session. "THE WEEKEND" was the majority choice. The suggestion was that each session receive a title starting with the letters "T," "H" and "E." The general title for The Weekend meant, Training Helps Everyone, and that appeared on the title page of the manual.
Titles for each session were chosen. Session number one was titled Excellent Training Helps, session number two was titled The Helpless Era or subtitled The Nifty Fifties, session number three was titled Through Human Endeavor, and session number four was titled Take Hints Effortlessly.

The program for the weekend was decided upon by a majority of the group.

Evaluations of the Operational Model

In January 1974, the investigator had an interview with the Senior Supervisor (38). During that meeting the Senior Supervisor had agreed that if the workshop was accepted by majority vote of the area employees, he would send to the three district Supervisors two questionnaires. One would attempt to indicate the individual employees' motivation from day to day on the job, and the other (to be completed after the workshop) would attempt to measure what motivational change, if any, occurred because of involvement in the weekend training program (Appendices A and B).

An evaluation for each session was prepared in order to determine if the sessions were of benefit to the employees.

A final evaluation was conducted at the conclusion of the workshop to determine the attitude of the individual employees regarding the process that had been undertaken.
CHAPTER IV
DATA RESULTS

At the end of March 1974, a weekend of training was held for the recreation staff of a geographical area in a large metropolitan city. The planning and presentation of this training was based on the conceptual model. All participants had the opportunity to give their approval or disapproval of the weekend concept by voting at a meeting of area personnel in February 1974. There were 58 participants during the weekend. Three of the participants were the district Supervisors. Although the Senior Supervisor was in attendance, he was not included as a participant or included in the statistics. Each participant was expected to be active in some part of the planning or presenting of the weekend. Because of a variety of work and personal problems, not all 58 participants were in attendance 100% of the time at the workshop.

Statistical Treatment

Data from the evaluations was compiled and analyzed by this investigator. Tables are all based on frequency and percentages.
EVALUATION OF INDIVIDUAL SESSIONS

Four sessions of training were presented during the weekend period. At the end of each session, participants were asked to evaluate the session before leaving the training area (Appendix C).

The evaluation for each session was included in each of the 58 participant's manuals. The manuals were given to each participant at the time of registration in order that they be available for use during the weekend for note taking, reference, etc. It was difficult to get full cooperation as attendance at each session, while expected, was not mandatory; therefore, all participants did not return all evaluations for all sessions. However, the results from those who responded were very positive toward the material that had been presented as indicated in Table 1.

Table 1
Participant Responses to Evaluation of Individual Sessions

<table>
<thead>
<tr>
<th>Question - I LEARNED SOMETHING</th>
<th>Yes</th>
<th>No</th>
<th>Total*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
</tr>
<tr>
<td>Session No. 1 - 45 respondents</td>
<td>44</td>
<td>98</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Session No. 2 - 34 respondents</td>
<td>31</td>
<td>91</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Session No. 3 - 38 respondents</td>
<td>37</td>
<td>97</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Session No. 4 - 23 respondents</td>
<td>22</td>
<td>96</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

*The totals will not be the same in each category since each question was not answered by each respondent.
Since attendance was not taken at any session, there is no way to determine how many participants attended each session, or what the attitude was of those attending who did not respond with an evaluation. However, there is strong evidence from the results that were given that the participants who attended felt the training sessions were worthwhile.

FINAL EVALUATION OF THE TRAINING SESSION

At the end of the last session, a final evaluation was given to the participants (Appendix D). There were 58 participants in the workshop; 51 responded to the final evaluation. Forty-eight (87%) of the employees rated by the Supervisors on the motivation rating scale (Appendices A and B) responded, and 3 (13%) Supervisors who had attended as participants responded. Seven participants did not respond.

The following are the results of the final participant evaluations.

General Questions

Question No. 1 asked the participants how did they feel about being an active participant in the organization and presentation of this in-service? The results to the question are shown in Table 2, which indicates that the participants were very receptive to the activity of being an active participant in the in-service.
Table 2
Participant Responses To Being An Active Participant In The Training Session

<table>
<thead>
<tr>
<th>Responses</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>It was worthwhile/liked it</td>
<td>46</td>
<td>90</td>
</tr>
<tr>
<td>Neutral or negative</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Totals</td>
<td>51</td>
<td>100</td>
</tr>
</tbody>
</table>

Ninety percent (46) of the respondents felt that the active participation was worthwhile or they liked it.

Question No. 2 asked the participants to check one of three choices, what would they prefer: planning and presenting their own in-service, having management plan and present in-service for them, or any other choices and comments. The results of Question No. 2 are shown in Table 3 below, and indicate a strong preference for the first choice.

Table 3
Participant Responses To Choosing What Type Of Planning For In-Service They Prefer

<table>
<thead>
<tr>
<th>Responses</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning and presenting your own in-service</td>
<td>39</td>
<td>76</td>
</tr>
<tr>
<td>Having management plan and present in-service for you</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Other</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>No response</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Totals</td>
<td>51</td>
<td>100</td>
</tr>
</tbody>
</table>
Over three-quarters (76%) of the respondents indicated they would prefer to plan and present their own in-service training sessions. All 7 responses to "Other" indicated a variety and combination of both alternatives.

Question No. 5 asked the participants what value, if any, did they see in self planning. Their responses are shown in Table 4, below, and indicate a strong positive feeling about the value of self planning.

<table>
<thead>
<tr>
<th>Responses</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self interests and knowledge of own needs</td>
<td>34</td>
<td>66</td>
</tr>
<tr>
<td>More involvement and more view points</td>
<td>7</td>
<td>14</td>
</tr>
<tr>
<td>Brings about togetherness — pride — group goals</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Other positive answers</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Little value — trainers are better qualified</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>No answer</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>51</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Forty-eight (94%) of the respondents had a positive statement to make regarding the value of self planning in relationship to training. The greater number, 34 (66%), saw the value of self planning as meeting personal interests.
Question No. 6 asked the participants if they would care to repeat the experience. Table 5, below, gives the results to this question.

Table 5
Participant Responses To Whether Or Not They Would Care To Repeat The In-Service Again

<table>
<thead>
<tr>
<th>Responses</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>47</td>
<td>92</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>No answer</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Totals</td>
<td>51</td>
<td>100</td>
</tr>
</tbody>
</table>

Forty-seven (92%) of the respondents indicated that they would like to repeat the experience, a definite indication of personal satisfaction in the experience.

In response to each of the above questions (#1, 2, 5 and 6 of the final evaluation) there was a small percentage of negative or neutral response. In contrast, the responses to Question Nos. 3 and 4 of the final evaluation were in complete agreement.

Question No. 3. Did you enjoy yourself?

Fifty-one (100%) said Yes.

Question No. 4. Did you learn something?

Fifty-one (100%) said Yes.
If 100% (51) respondents felt that they had learned something, it must be concluded that they learned from other than the workshop sessions, since the answers to Table 1, "Responses To Evaluation Of Individual Sessions," does not substantiate this figure. In three of the workshops, one person indicated he had not learned, and in one of the workshops, three people indicated the same thing. From the available information, it is not possible to determine what was learned during the weekend that was not presented in a workshop session.

Questions Regarding the Mountain Camp Facility

Two questions were directed to the desirability of the training site as evaluated by the participants. The obvious concern was that if the environment was not conducive to the workshop, the probability of the receptivity of the total planning could easily be reduced, thereby diminishing the effectiveness of the model as a tool for motivation and participation involvement.

Question No. 7 asked the participants if they thought the mountain camp facility was adequate for the purpose of the workshop. Their responses are shown in Table No. 6.
Table 6
Participant Responses To Whether Or Not They Thought The Mountain Camp Facility Was Adequate For The Workshop

<table>
<thead>
<tr>
<th>Responses</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>46</td>
<td>90</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>No answer</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>51</td>
<td>100</td>
</tr>
</tbody>
</table>

The response to the facility was positive, however, some criticism was raised regarding the poor acoustics in the one large meeting room. This does not negate the assumption that a weekend at a mountain camp is an optimal environment.

Question No. 8 asked the participants if the facility of the mountain camp met all their needs such as food requirements and lodging. Table No. 7, below, indicates a very positive response from the participants that the camp met their physical needs.

Table 7
Participant Responses To Whether Or Not The Mountain Camp Facility Met The Participant's Physical Needs

<table>
<thead>
<tr>
<th>Response</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>49</td>
<td>96</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>No answer</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>51</td>
<td>100</td>
</tr>
</tbody>
</table>
Forty-nine (96%) of the respondents felt that the facility had met their needs. There were two complaints that the beds were too small. However, these findings further support the idea of providing a learning environment where daily interruptions are avoided.

A positive factor indicated by the participants’ final evaluation, as noted in Tables 2-7, was a feeling of cohesiveness brought about by planning and working together. Studies have shown that cohesive groups are more productive than groups that are not cohesive. (24:83).

From the results of the evaluation, there is strong evidence that the employees not only enjoyed planning their own training, they wish to do it again. Also from the results of the evaluation, it is noted that the employees felt they really did learn something.

It can be concluded from the results of the final evaluation and the positive comments made by the participants, that in an atmosphere of trust and autonomy, involved and participating, the group had good feelings about themselves and what they had accomplished.

SUPERVISOR'S MOTIVATIONAL RATINGS

Two questionnaires were given to each of the three Supervisors in geographical areas. One was designed to determine how the Supervisor rated his employee in regard to motivation on the job day to day (Appendix A). The
second was to measure the employee motivation in relationship to the training session only (Appendix B). Both were given with a cover letter from the Senior Supervisor in order to get as honest an appraisal as possible from the Supervisors. The Supervisors were not aware of this investigation; however, they were told by the Senior Supervisor that he wanted to find out if employees were motivated to participate as a result of the workshop. The ratings were on a scale of 1 to 5, 1 being lowest and 5 being highest. These ratings were taken in order to attempt to determine if a motivational change would occur due to participation in the workshop activity.

In every case, rated by each of the three Supervisors, the average scores increased from motivational rating No. 1 to motivational rating No. 2 (see Table 8).

<table>
<thead>
<tr>
<th>Supervisor's Motivational Ratings of Employees</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>First Rating</td>
<td>Second Rating</td>
<td></td>
</tr>
<tr>
<td>Supervisor A</td>
<td>Average 3.75</td>
<td>Average 4.08</td>
</tr>
<tr>
<td>Supervisor B</td>
<td>Average 3.45</td>
<td>Average 4.78</td>
</tr>
<tr>
<td>Supervisor C</td>
<td>Average 3.60</td>
<td>Average 3.88</td>
</tr>
</tbody>
</table>

Supervisor B had the most dramatic increase over Supervisors A and C. The overall overage increase was from 3.59 to 4.25, for the fifty-five employees rated.
Table 9, below, indicates how many employee scores increased, decreased or stayed the same.

### Table 9

Increase, Decrease Or Same Scores
Supervisor's Motivational Ratings Of Employees

<table>
<thead>
<tr>
<th>Result</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased</td>
<td>43</td>
<td>78</td>
</tr>
<tr>
<td>Decreased</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>Stayed the same*</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>Totals</td>
<td>55</td>
<td>100</td>
</tr>
</tbody>
</table>

*Of those scores that stayed the same, four could not change as they were at the maximum rating of 5 in both ratings.

The increase in motivational scores, while not dramatic, is in the direction predicted, and supports the suggestion that the activity of the workshop could have influenced employee motivation to participate. The Supervisors' observation that the respondents were more highly motivated is consistent with the positive feelings of the respondents and their high rating of the workshop.

In April of 1974, the Senior Supervisor of the geographical area called the Weekend Planning Committee together for an evaluation meeting regarding the weekend training program.

Each segment of the weekend program was discussed, the weak and strong points of each session evaluated, and
the mountain camp accommodations all were part of the meeting. While there were negative and positive feelings about the individual sessions held, there was total support for the planning process used to develop the weekend by the committee. It was decided by the committee this type of planning was valuable, and that they would like to do it again. It was further suggested that variations be considered, i.e., depending upon the subject areas, it could be decided to have one or two day sessions, or two to three hour sessions one day each week, etc. In other words, that it would be desirable to remain flexible. Also, it was felt desirable to involve all employees in different capacities each time, i.e., involve new people on the planning committee, etc.

The evidence from the evaluations and support of the activity by the participants strongly indicates the validity for such a training model.
CHAPTER V
DISCUSSION

The following discussion is based on the data results, and observations of the investigator while a participant of the weekend training session.

Discussion Regarding Participants

As Tables 1 through 7 indicate, in all cases, an overwhelming majority of the participants felt that the weekend in-service training activity had been a meaningful experience for them. One-hundred percent of the participants responding said the weekend had been enjoyable and that they had learned something from the experience. In evaluating the individual sessions, 96% of the participants responding indicated a positive response to the sessions.

Two participants indicated that at the inception of the workshop they did not like the concept, however, as they became involved, they did enjoy themselves and found the experience worthwhile.

Seventy-six percent of the participants responding indicated that if given a choice they would prefer to plan and present their own in-service. Fourteen percent of the participants responding indicated they would like at least to have a combination of self planning and management planning. Only 10% of the participants responding had a neutral
or negative response to the concept of doing the workshop themselves. This small percentage does not diminish the evidence that the overwhelming number of participants did enjoy this method of training.

These responses strongly support the idea projected that a training program can be exciting, and that when the four elements: autonomy, individual involvement, self planning and decision making are present, motivation is high and the participants enjoy themselves. It is further noted that 100% of the participants responding indicated that they had learned something and enjoyed themselves. This evidence strongly suggests that as a result of the motivation to participate, it could be expected that learning, enjoyment and a sense of pride, growth and self worth could result.

Also, as a result of the final evaluation meeting when the committee decided they would like to attempt the concept again with variations, it could be concluded that the experience might, in fact, have helped employees to be more open to, and look forward to, new experiences.

**Supervisor's Motivational Ratings**

It was the intent of these ratings to provide a means to measure what motivational change, if any, occurred due to participation in the workshop. The base motivational rating was taken from the Supervisor's first motivational rating (Appendix A), which was a subjective opinion regarding the employees' motivation on the job. The second
Supervisor's rating scale (Appendix B), was a subjective opinion regarding the employees' motivation due to participation in the workshop.

While the results of the Supervisor ratings were not dramatic in overall increase, with the exception of Supervisor B (see Table 8), the increase does suggest that the idea that in the presence of the four motivational elements, employees will be motivated to participate in training programs.

Table 9 shows that the Supervisors rate every 3 out of 4 employees with an increase in motivation due to participation in the workshop.

It is interesting to note that Supervisor B showed a greater increase in the motivational behavior of employees. One can only speculate about the large difference in ratings. However, it does raise the question of the pivotal position of supervisors. Should there be training for Supervisors? It could be that some Supervisors had more knowledge of their personnel, or that some employees had longer service with certain Supervisors. It could also be that on a given day the Supervisor's feelings were changed in regard to the ratings. It also could be that Supervisor B was overly enthusiastic and viewed his employees with more optimism. Any number of other factors such as age differences, sex, length of service, etc., could have been intervening circumstances. If one wanted to do this project again, such antecedent variables might be considered.
The Mountain Camp Environment

The evidence strongly indicates that the mountain camp environment provided for an optimal experience. Tables 6 and 7 show an overwhelming majority of the participants responding felt a positive attitude to the mountain facility. These findings lend support to the evaluations of the respondents regarding their feelings of involvement.
CHAPTER VI
CONCLUSIONS AND RECOMMENDATIONS

It was the intent of this investigation to develop and test a conceptual model for training in which professional employees already deemed competent in their job performance, would be motivated to participate. The conceptual model presented the idea that when participants were given control over training, e.g., autonomy, self planning, decision making powers and individual involvement, they would be motivated to participate in such training.

CONCLUSIONS

The data from the operational model generally support the conceptual model. Therefore, what was attempted by the investigator was accomplished with certain reservations. First, the research cannot be generalized; however, the findings would encourage another researcher to pursue research in the same line of inquiry. Second, the investigator, a recreation professional, was a participant-investigator which could reduce the objectivity of the research design and findings. Conversely, such participation also could have increased the investigator's insight into the whole question of motivation of already competent professionals. Third, the research design was exploratory, but providing loose structure allowed for any potential
observations and explanations not originally anticipated and planned for. In this case, however, it did not produce such unanticipated findings.

Learning From the Training Workshop

One-hundred percent (51) of the participants responding to their experience in the workshop indicated that they had learned something from that experience. It should also be noted that some participants learned during the weekend from other than the workshop sessions since the responses to the question of value for each session produced some negative feelings, while all the participants felt they had learned something.

Other Conclusions

Based on the results of this investigation, it is possible to draw other conclusions.

While it may not be practical for an organization to use the conceptual model for all types of planning, the results of the operational model clearly indicate that employees are receptive, motivated and enthusiastic in an environment as expressed by the concepts of the model. It seems practical and expedient to allow experiment with the conceptual model in specific situations where the employee and organization are in general agreement concerning mutual goals.
Application of the model to situations other than training programs seems feasible. Where the organization has trust and is willing to risk change, the model could be a valuable tool to integrate other interests of the employees and the organization, such as in job or in program planning.

Evidence from this investigation indicates that employees are motivated to active participation when individually involved, allowed to self plan, and have decision making powers and autonomy. Evidence from this investigation strongly suggests that this is the process the employees who participated in the workshop preferred. This conclusion supports the process outlined and described by Walker in her documentation of planning and implementation of the Girls Club's concept of Group Self Structuring. (37).

This is a small inquiry into what is possibly a very large problem in the professional fields such as nursing, teaching and others. Should there be more autonomy and self-direction for them? It is the conclusion of this investigator that this inquiry into motivational problems in training of already competent professional employees does, in fact, heighten the viability of such inquiry.

RECOMMENDATIONS

It is suggested that the conceptual model has validity for replication. Further, it could be applied to
other investigations in other professional fields and retested. It would appear to be of value to replicate this study over a longer period of time to further test to determine if the system is consistent, and to strengthen the theoretical argument.

It is of greater scientific benefit to have control of the situation in order to gain significant statistical relevancy. This suggests careful measurements be taken under controlled situations in order that significant statistical data may be gathered in future investigations. Methodology could be more rigorous in order to increase significant data findings. With these qualifications, it is recommended that the model be applied to future training programs for additional study such as in an on-going training program which would cover an extended period of time.

It would seem that the model could be used in an experimental program in relation to job responsibility where the employee and Supervisor can mutually agree on general goals. This would mean that, understanding the organizational goals, the employee would outline and determine his own job responsibilities and decide on what action he would need to accomplish these responsibilities, without direction from a superior.

The literature search raised the question of risk and trust. It would seem logical and potentially fruitful to test these concepts in future studies. If the value of
risk and trust could be proven to be a positive factor in motivation, many questions might be answered regarding employee motivation to participate in certain situations. Further, such investigation might find illuminating information in the vast literature of complex organizations, an area not covered in this investigation.
APPENDIX A

SUPERVISOR'S RATING SCALE NUMBER 1
SUPERVISOR'S RATING SCALE NUMBER 1
EMPLOYEE MOTIVATION — BEFORE THE WORKSHOP
GEOGRAPHICAL AREA OF LARGE METROPOLITAN CITY

District________________________

1) Employee Number____________________

2) Job Position________________________

3) Length of service in Department______ (years & Months)

4) Age________ 5) Sex________

6) Date of last promotion__________________

On a scale of 1 to 5 (1 being low and 3 being average and
5 being high) please rate the above full time employee as
you perceive him/her presently performing on the job in the
following areas:

(Please check one for each question)

7) Initiative 1__ 2__ 3__ 4__ 5__
(Takes responsibility to
begin things, originates
new ideas, thinks and acts
without being urged)

8) Willingness 1__ 2__ 3__ 4__ 5__
(Determination,
obligation)

9) Incentive 1__ 2__ 3__ 4__ 5__
(Stimulated to action)

10) Flexible 1__ 2__ 3__ 4__ 5__
(Adaptable to change)

11) Present Job Performance 1__ 2__ 3__ 4__ 5__

12) Self Improving 1__ 2__ 3__ 4__ 5__
(Outside education,
attends workshops, etc.)
APPENDIX B

SUPERVISOR'S RATING SCALE NUMBER 2
SUPERVISOR'S RATING SCALE NUMBER 2
EMPLOYEE MOTIVATION – AS RESULT OF THE WORKSHOP
GEOGRAPHICAL AREA OF LARGE METROPOLITAN CITY

District______________________

1) Employee Number______________________ (Refer to rating scale 1 – use same number)
2) Job Position__________________________
3) Length of service in Department______(years & months)
4) Age__________ 5) Sex__________
6) Date of last promotion____________________

On a scale of 1 to 5 (1 being low and 3 being average and 5 being high) please rate the above full time employee as you perceive his/her performance and participation in and for the weekend In-Service Training Workshop at the end of March 1974, in the following areas:

(Please check one for each question)

7) Initiative
   (Took responsibility to begin things, originated new ideas, thinks and acts without being urged)
   1__ 2__ 3__ 4__ 5__

8) Willingness
   (Was determined and obligated)
   1__ 2__ 3__ 4__ 5__

9) Incentive
   (Was stimulated to action)
   1__ 2__ 3__ 4__ 5__

10) Flexible
    (Accepted the change of in-service concept readily)
    1__ 2__ 3__ 4__ 5__

11) Performance and participation in the In-Service Workshop
    1__ 2__ 3__ 4__ 5__
APPENDIX C

EVALUATION – THE WEEKEND IN SERVICE
No. 1
EVALUATION - FIRST SESSION 3:30 SUNDAY - DISTRICT NO. ONE
THE WEEKEND IN SERVICE - MOUNTAIN CAMP
Excellent Training Helps
1) I learned something. __Yes __No (Please check one)
2) Please comment regarding the presentation of this session.

No. 2
EVALUATION - SECOND SESSION 7:30 SUNDAY - COMMITTEE
THE WEEKEND IN SERVICE - MOUNTAIN CAMP
The Helpless Era - "The Nifty Fifties"
1) I learned something. __Yes __No (Please check one)
2) Please comment regarding the presentation of this session.

No. 3
EVALUATION - THIRD SESSION 9:30 MONDAY - DISTRICT NO. TWO
THE WEEKEND IN SERVICE - MOUNTAIN CAMP
Through Human Endeavor
1) I learned something. __Yes __No (Please check one)
2) Please comment regarding the presentation of this session.

No. 4
EVALUATION - FOURTH SESSION 1:30 MONDAY - DISTRICT NO. THREE
THE WEEKEND IN SERVICE - MOUNTAIN CAMP
Take Hints Effortlessly
1) I learned something. __Yes __No (Please check one)
2) Please comment regarding the presentation of this session.
APPENDIX D

EVALUATION - WEEKEND IN SERVICE
The area voted to have a weekend one time in-service. This was your in-service, planned and presented by you. Now that it is over, what are your feelings?

IN GENERAL:

1) How did you feel about being an active participant in the organization and presentation of this in-service?

Comments

2) Which would you prefer? (Check one)
   ___ Planning and presenting your own in-service?
   ___ Having management plan and present in-service for you?
   ___ Other __________________________________________

Comments

3) Did you enjoy yourself? ___Yes ___No (Check one)

4) Did you learn something? ___Yes ___No (Check one)

5) What value, if any, do you see in self planning?

------------------------------------------------------

6) Would you want to do this again? ___Yes ___No (Check one)

THE FACILITY:

7) Was the mountain camp facility adequate for the purpose?
   ___Yes ___No (Check one)

8) Did the mountain camp facility meet your needs, food and lodging, etc.
   ___Yes ___No (Check one)

9) Other comments _______________________________________

______________________________________________________
APPENDIX E

SUPPLEMENTAL DATA FROM STEERING COMMITTEE
PURPOSE

To offer to the recreation directors of the Area an opportunity for autonomy in the planning and conducting of an in-service training program for themselves.

OBJECTIVES

To have an appointed planning committee for in-service training made up of representatives from each of three districts.

For the planning committee to formulate an in-service program that would reflect the needs of the recreation directors in the area.

To have each employee be an active participant in the organization and conducting of the weekend in-service.

To offer an opportunity for greater personal and group growth by an extended time for learning.

To offer a mountain camp atmosphere for individual and group creativity.

To provide an opportunity for increased cohesiveness among the recreation directors of the area.

To conserve energy by having a one time in-service in lieu of several trips to on-going training meetings.
To do the preplanning, as much as possible, within the area-district meetings, to cut down on the need for extra meetings and trips.

To provide a manual for the purpose of compiling the printed materials from the individual committees into one convenient folder.

Steering Committee
SELECTED BIBLIOGRAPHY
BIBLIOGRAPHY


DICTIONARIES


PERIODICALS


OTHER SOURCES


INTERVIEWS

38. Lubarsky, Morri, Senior Supervisor, Valley Area, City of Los Angeles, Department of Recreation and Parks, January 1974.

39. Tatley, Kathy, Senior Director, Training Officer for the City of Los Angeles, Department of Recreation and Parks, December 1973.